IDENTIFYING GAPS IN SERVICES: A COMPREHENSIVE NEEDS ASSESSMENT

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Jaclyn Burris
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APPROVED BY THE DEAN OF GRADUATE STUDIES
AND VICE PROVOST FOR RESEARCH:

Eun K. Park, Ph.D.

APPROVED BY THE GRADUATE ADVISORY COMMITTEE:

Jean L. Schuldberg, Ed.D.
Graduate Coordinator

Susan J. Roll, Ph.D., Chair

Sue Steiner, Ph.D.
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ABSTRACT

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Due to current limitations around bilingual/bicultural staff, Catalyst Domestic Violence Services (Catalyst) encounters the challenge of serving the monolingual Spanish-speaking population in Butte County in an empathic and effective way. To address these limitations the current project had two goals: 1) to complete a comprehensive needs assessment to identify gaps in services and 2) to develop strategies to address these gaps given the current resources. In the first phase of the project, a needs assessment was administered to various stakeholders to elicit their feedback and suggestions. Using coding and qualitative analysis, common themes were identified including barriers to services, alternative service provision, lack of cultural match, and effective communication and service delivery. Within ideal services, the identified themes included: bilingual/bicultural staff readily available, interpreters, outreach in the Spanish-speaking community, Spanish guide, and Spanish classes. In the
second phase of the project, these themes were used to develop strategies to address the identified gaps. The implementation of these strategies is outlined and implications for social work are discussed.
CHAPTER I

INTRODUCTION

Due to current limitations around bilingual/bicultural staff, Catalyst Domestic Violence Services (Catalyst) encounters the challenge of serving the monolingual Spanish-speaking population in Butte County in an empathic and effective way. The mission of Catalyst is to “reduce the incidence of intimate partner violence through crisis intervention services, community education and the promotion of healthy relationships” (Catalyst Domestic Violence Services, 2010). While Catalyst is committed to this mission statement, the agency struggles to meet the needs of survivors of domestic violence who do not speak English. In our service area, this need is primarily by Spanish speaking families and individuals who constitute the largest minority population in Butte County.

Over the past several years, Catalyst has identified the need for either increased numbers of bilingual staff members or the development of an interpreter-training program for volunteers. The agency offers bilingual incentive pay to staff members, but consistently finds a lack of qualified applicants who are bilingual and bicultural. Currently, Catalyst employs two staff members who speak Spanish: a full time staff member who does not identify as being fluent in Spanish, and a part time staff member who does. As a result, the agency has seen the increased importance of implementing a training program for volunteer interpreters to enhance the already
existing volunteer and intern program within the agency. For these reasons, this project was initiated to both uncover the unmet needs and make improvements to current service delivery to meet the needs identified.

This project had two phases: to complete a needs assessment in the first phase to identify gaps in services at Catalyst for the Spanish-speaking population in Butte County, and in the second phase to develop strategies to address these gaps given the current resources.

Phase I

The needs assessment in Phase I began with a survey of stakeholders. These stakeholders included: participants of services, service providers working for the agency in the capacity of a staff member, volunteer, or intern, and staff of community agencies that refer to Catalyst for services. Through this needs assessment, I aimed to establish what services are currently in place at Catalyst, and how these services might be improved to be more accessible and culturally inclusive to the Spanish-speaking population in and around Butte County.

The purpose of the needs assessment was two-fold. First, the needs assessment was used to gain perspective about whether or not services were effective and culturally inclusive for Spanish-speaking participants of Catalyst. Also, this needs assessment was used to determine what could be added or changed to increase the capacity of Catalyst to provide such services.
Phase II

Phase II of this project was to use the results of the needs assessment to develop additional strategies for service providers at Catalyst to use in order to increase their ability to serve Spanish-speaking participants, as well as to make changes and additions to existing programs to augment the agency’s ability to meet the identified needs. For example, a goal was to develop an interpreter-training program within Catalyst for use with volunteers interested in becoming interpreters for the agency. It was my goal that the curriculum for this training program be implemented as a model to educate interpreters at Catalyst in a way that helps diminish the language and cultural barriers for survivors needing services who do not speak English.

Ethical Considerations

This project was guided by the *Social Work Code of Ethics* (National Association of Social Workers [NASW], 2008). The *Code of Ethics* speaks to the following core values: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence (NASW, 2008). This project, through my commitment to increasing and improving services to an underserved population, adhered to these values in a way that demonstrated a commitment to the field. The core value of social justice, in particular, was a primary focus for this project. Based on this value, it is an injustice for survivors of intimate partner violence to be kept from seeking and obtaining services due to language or cultural barriers (NASW, 2008).

This project focused on how to decrease these injustices. Other core values were considered in the development of this project as well. For example, the value of
service was relevant to this project, as it states that social workers should use their work to direct attention to various social issues (NASW, 2008). This project focused on domestic violence and the lack of services available to Spanish-speaking survivors as a social issue. The value of dignity and worth of the person was also present in this project, as this value strives to have social workers provide services to people in compassionate and effective ways, while considering the diversity in their experiences (NASW, 2008). This project adhered to this value as this project sought to understand such diversity by increasing the capacity of Catalyst to provide services in this way to more communities and populations.

This project was connected to the value of the importance of human relationships as well, as the Code of Ethics asks social workers to realize that relationships with people are significant (NASW, 2008). In thinking about the challenges associated with developing a relationship with language barriers present, this value was relevant to this project. The Code of Ethics also names integrity as a core value, saying that social workers need to hold to values and behave in ethical ways (NASW, 2008).

During this project, I was conscious of such standards and kept both the core values and ethics present while researching, investigating, and developing the project. The last core value is that of competence, in which social workers need to work within their skill set and education levels when working with people (NASW, 2008). I worked within my competence level when completing this project and asked for expert help from my project committee when necessary.
Project Significance

This project is significant due to the focus on obtaining new and more effective services to an underserved population. Catalyst Domestic Violence Services has never had the opportunity to evaluate services provided in Spanish to survivors of intimate partner violence through a formal process in the past. Throughout the history of the agency, there have been many instances suggesting that Catalyst needs to increase its capacity to offer services in Spanish. Recently, there had also been the general sentiment from staff, volunteers, and interns that the agency does not have the ability to provide effective and compassionate services in the same way to survivors who only speak Spanish as the agency does to survivors who speak English. There had also been suggestions that perhaps Spanish-speaking survivors are not engaging in services at all or for as long, due to the lack of bilingual and bicultural staff, volunteers, and interns available to assist them.

As a current staff member at Catalyst, I was able to observe these challenges over the last few years through my work with the agency. Through these observations and conversations with staff members and the administrative team, it was apparent that the agency would invest in the time to evaluate services to identify gaps for the Spanish-speaking population in Butte County. Additionally, this was possible through my commitment to initiate this process.

Limitations

While I diligently sought to identify ways to improve services for survivors of intimate partner violence, there were some limitations throughout the development of the
project. First, I do not identify as being bicultural or fluent in Spanish, which meant the lens through which the data was examined and the curriculum was developed, could not exclusively be done by me. In order to help diminish biases in the review of data and the development of curriculum for the interpreter-training program, experts in the field of social work were asked to contribute to these processes. Another limitation of the project was that of time. I am a student in a one-year Master’s of Social Work program, meaning that time was limited for the research and completion of a project. Had the opportunity to collect data been a longer period of time, it is likely that data would have been more extensive. Lastly, due to the nature of the confidential services provided at Catalyst, it was a challenge to recruit enough survivors of intimate partner violence who were reachable and available to participate in the needs assessment. However, while the numbers for this portion of the needs assessment were small, survivors who participated were willing and excited to be part of improving services.

In the future, it would be helpful to have a larger pool of respondents for the questionnaires. This would give a more rich set of data, including perspectives from a wider range of survivors who have experienced trying to receive help from Catalyst. Additionally, it would be beneficial to draw on the expertise and experiences of other domestic violence agencies in other areas, which might have already established resources to meet the needs of survivors who access services in Spanish or other languages.
Definition of Terms

According to Catalyst Domestic Violence Services, intimate partner violence/domestic violence can be defined as

a range of behaviors used to exert control or establish power by one intimate partner over the other. The range of behaviors can include psychological, emotional, verbal, sexual, financial, spiritual, and physical abuse, as well as stalking and threatening behaviors.

Participant can be defined as a person accessing services at Catalyst Domestic Violence Services. Catalyst began using this term in place of client in an attempt to use more empowering language (Catalyst Domestic Violence Services, 2010).

Survivor can be defined as a person who is a victim of intimate partner violence. This word is and can be used in place of the word victim. While some people in the field of domestic violence feel this is more empowering language than the word victim, it is important to understand that victims and survivors will identify in different ways. It is not the decision of the service provider to label an individual, but using the word survivor can be more strength-based when using it in dialogue (Catalyst Domestic Violence Services, 2010).
CHAPTER II

LITERATURE REVIEW

Language Barriers

The necessity of having language specific services is evident when looking at the research that has been done. Research shows that one of the challenges associated with providing services to various populations is the existence of language barriers. For instance, healthcare providers surveyed showed that while over 75% asked about domestic violence in cases where their patients had some sort of injury, this was cut nearly in half in cases where they felt that they could not effectively communicate with their patient due to a language barrier (Jatoi & Radecki Breitkopf, 2011). Language barriers were also cited by patients as factors in choosing to not confide in their doctors (Jatoi & Radecki Brietkopf, 2011). In regards to Latina women who may also be immigrants to the United States, research shows that there is not only a greater incidence of domestic violence in this cultural group, but there may be more prolonged violence in their relationships due to the challenges they face when considering reaching out for help. These challenges include fears about having their immigration status exposed or the inability to have a service provider who can effectively and appropriately communicate with them in their primary or only language (Ammar, Orloff, Dutton, & Aguilar-Hass, 2005). In addition to the verbal communication challenges that come across when service
providers attempt to collect information from survivors, there are also communication challenges in terms of written material (Wrangle, Fisher, & Paranjape, 2008).

The implications of language barriers extend further than those that are on an individual level. Often children are used as interpreters in domestic violence cases, either through court or in other agencies. Using children as interpreters can cause additional harm to the children than they had already been exposed to (Lemon, 2006). Language barriers might also pose a financial burden on the family, as interpreters who are professionally trained are extremely expensive to hire (Lemon, 2006).

Culturally Sensitive Services

The difference between being bilingual and bicultural is discussed in the research in regards to services provided to victims of domestic violence. For example, one study suggests that while screening questions for services may be translated into Spanish, they may not be culturally relevant to someone who speaks Spanish because of the vocabulary or structure of the questions (Wrangle et al., 2008). One way that interpretation and translation may be more successful is if the interpreter or translator not only speaks the language needed for interpretation and translation, but if they also represent the culture of the client seeking services. In other words, communication is more effective if the interpreter or translator is both bilingual and bicultural, so they not only understand the language, but also understand the cultural context of the conversation and paperwork for the person getting services (Melton, 2008).

Research also demonstrates a need for culturally sensitive services for survivors of intimate partner violence. Literature suggests that while there may be
obstacles in accessing services due to differences in language and cultural knowledge, interpretation services may be of some support and relief to some of these challenges. One of the ways an interpreter can provide support to the social worker during and after communication with the participant is by educating the social worker about cultural intricacies they may need to know in order to ask appropriate questions or have appropriate responses (Baker, 1981). The interpreter might also be able to notice cues the participant is giving that come across in communication, but not in literal interpretation (Freed, 2001). In an attempt to not offend or deter the participant from the agency, the interpreter can also reword questions in a way that holds the same meaning as what was initially asked, but in a culturally sensitive way (Baker, 1981). One difficulty that may arise in providing interpretation is the quick manner in which it is provided, including the rate at which interpreters need to pass valid information. Interpreters are left to not only interpret spoken words, but also to make note and interpret any cues or mannerisms occurring throughout the conversation that may be helpful in increasing the understanding of all parties involved (Pugh & Vetere, 2009).

Access to Services

Ideally, agencies providing services to survivors of intimate partner violence would have an adequate number of bilingual and bicultural staff members to meet the needs of anyone wanting to get services. However, due to limited resources, this is not always possible, so the use of interpreters is widely accepted to fill this void. The presence of an interpreter may lead to a survivor’s increased ability and level of comfort to access services for domestic violence. However, one of the greatest challenges that
arises when the need for an interpreter surfaces, is the lack of trained interpreters in necessary settings (Lemon, 2006). It has been suggested that in order to make the interpretation process the most effective and successful, interpreters would need to go through training before providing services (Freed, 2001). This training can be helpful to the interpreter, as they would gain knowledge about their place in the relationship involving a service provider and participant seeking services. It can also serve as an aid in the establishment of boundaries and expectations for the interpreter (Freed, 2001).

Education around the role of an interpreter is necessary so the interpreter understands how to clearly and objectively pass along information from service provider to participant and vice versa. In addition, they would also understand that as an interpreter, they would be acting in a professional capacity, and would need to adhere to values and ethics associated with the work, much like the social worker in the relationship (Baker, 1981).

Benefits and limitations of the use of interpreters have been established in the literature as well. One interpretation challenge is the lack of ability to demonstrate empathy through the interpretation process. Interpretation can be time consuming and parts of the conversation may have to be relayed more than once, leaving the service provider to feel as though they are not able to establish a connection with the person they are trying to assist (Pugh & Vetere, 2009). In one study, clinicians felt that their use of empathy might not be coming across through the use of an interpreter, or they might not be getting the most correct information throughout the conversation (Pugh & Vetere, 2009). However, these same clinicians reported that although there were some challenges in having an interpreter present, the interpreter was also able to provide them with cultural context and information so they could better understand the experience of their
clients (Pugh & Vetere, 2009). At the conclusion of this same study, it was suggested that interpreters receive training on the use of empathy and service providers receive training on the effective use of interpreters (Pugh & Vetere, 2009).

One study focused on the use of interpreters in a child mental health setting (Rousseau, Measham, & Moro, 2011). This study recognized the challenges of working with an interpreter who solely knows the languages needed to have a conversation with a family and service provider. This study suggested that interpreters working in similar settings need to be trained and given context for the conversations they are interpreting. For example, interpreters need information about the subject, as well as vocabulary needed to have successful conversations. The interpreter may also need to have additional information about the any discrepancies between the culture of the country in which the conversation is taking place and the culture of the potential country of where the family getting services is from. Overall, this study suggested that the need for training prior to the use of interpreters in providing services is imperative (Rousseau et al., 2011).

Finally, in a study focusing on the use of interpreters in a medical setting, many of the same desires around having fully trained interpreters were found (Avalos, Pennington, & Osterberg, 2013). In this study, it was identified that using interpreters who are not well trained results in the provision of services that are not as comprehensive (Avalos et al., 2013). Because of this, this study focused on organizing training curriculum for interpreters who would be working in a medical setting. This curriculum focused on a variety of content needed including how to understand the medical setting and training on how to be an effective interpreter. Specifically, this training program was used for volunteer interpreters and was shown to be effective in the way services were
being provided. It was also suggested that ongoing support from supervisors or other interpreters could be helpful for interpreters and their effectiveness post training (Avalos et al., 2013).

Theoretical Framework of Study

Two theories in particular were helpful in guiding the current research. Multicultural theory and social constructionism both provide a lens for critically examining the importance of race and ethnicity in our work as social workers. In order to work effectively with the monolingual Spanish-speaking population, a multicultural perspective is essential to provide culturally sensitive and competent services. Understanding details about a person’s culture can help provide a framework for their experiences and history (Diaz-Martinez, Interian, & Waters, 2010). Also useful is the theory of social constructionism, as it is imperative to understand a person’s culture as a means to comprehend how their lives have been social constructed (Gonzalez, Biever, & Gardner, 1994). It is necessary as well to understand how social constructs have played a role in influencing the lives of anyone seeking services or support, which could vastly differ between different cultures (Diaz-Martinez et al., 2010). It is helpful to understand that we see the world through the eyes of our own cultures, and that this viewpoint will vary between different cultures, and that in order to effectively work with someone from a different culture, we need to understand the differences we have from a cultural standpoint (Gonzalez et al., 1994).
CHAPTER III

METHODOLOGY

Project Design

There were two phases of the project. Phase I was a needs assessment. Phase II utilized information found in Phase I for the augmentation of existing services and the development of an interpreter-training program. During Phase I, a needs assessment was done with stakeholders of Catalyst Domestic Violence Services. The goal of the needs assessment was to identify gaps in service provision and to determine the priority of implementing strategies for the agency to better serve Spanish-speaking survivors. In order to get the perspectives of several different populations involved with providing, receiving, or referring to services at Catalyst, three different groups were the target population for the needs assessment. The groups included 1) current staff, interns, and volunteers of Catalyst, 2) current or past Catalyst participants, and 3) staff of partner and community agencies. The goal of the needs assessment was to have a small sample from each of the three groups.

Measuring Instrumentation

There were three different questionnaires used in the needs assessment process. The first questionnaire used was distributed to Catalyst staff, interns, and
volunteers and can be viewed in Appendix A. This questionnaire was developed through the guidance of administrative staff at Catalyst, as well as faculty at Chico State.

Throughout the development of this questionnaire, I wanted to gain perspectives from people working for Catalyst who may have had experience working with Spanish-speaking participants requesting new or ongoing services from the agency. This led me to ask questions about these experiences, including eliciting responses about either challenging or positive situations they had been a part of when working with an individual who is Spanish-speaking. This particular questionnaire also asked respondents to speak to various strategies they had used to continue working with someone when a language barrier was present and if any of these strategies had been successful. Lastly, the questionnaire asked respondents to describe what services would ideally look like at Catalyst in order to better meet the needs of Spanish-speaking survivors of domestic violence.

The second questionnaire was distributed to current or past Catalyst participants and can be viewed in Appendix B. This questionnaire was also available in Spanish, which can be viewed in Appendix C. While the development of this questionnaire was still guided by Catalyst administrative staff and Chico State faculty, additional individuals were recruited to participate in the creation of the questions. I asked for support from a current social work intern at Catalyst who identifies as bilingual and bicultural during the revision process of this questionnaire. First, I developed the questions that I wanted to include in the questionnaire. Next, using my own Spanish skills, I translated each question into Spanish. Then, in thinking about the need for the questionnaire to be not only in the correct language, but to also be culturally appropriate,
I asked for support from the social work intern. During this process, the social work intern asked for her family members’ input for an extra perspective. This helped ensure the appropriateness of the structure and language used in each question, so that respondents would fully understand the questionnaire overall.

The third questionnaire was distributed to community agencies and can be viewed in Appendix D. Similarly, this questionnaire was developed through the guidance of Catalyst administrative staff and Chico State faculty. The questions asked respondents about their experiences in working with Spanish-speaking survivors of domestic violence in trying to get them connected to services at Catalyst. The questions also asked about strategies or systems that other agencies currently have in place to help diminish challenges occurring when language barriers are present. Lastly, this questionnaire provided space for respondents to provide ideas to Catalyst for how the agency might improve services for the Spanish-speaking population.

Sampling Methods and Procedures

The group comprised of current Catalyst staff members, interns, and volunteers was the first group to receive questionnaires. Because I am a current staff member, email contact lists could be used to distribute the questionnaire. These emails were sent out with enough time for the group to read the directions and complete the questionnaires. The next group that received the questionnaire was the one containing current or past Catalyst participants. Again, because I am a current Catalyst staff member, I had access to the participant database, as well as personal contacts with people I had worked with in Spanish. There was a need to be sensitive and cautious around contacting
this group due to safety concerns, so only participants that had given the agency permission to be contacted were called. This group had the option to take the questionnaire at home or in a Catalyst office. Spanish-speaking participants currently living in the Catalyst shelter, HAVEN, were also approached to participate in the questionnaire. This group was given space in one of the shelter offices to complete the questionnaire.

The last group to receive questionnaires was community agencies that partner with or refer to Catalyst for services. Access to this group occurred by compiling a list of contacts from other Catalyst staff members who had worked with agencies referring a participant to Catalyst for services. This group was the most challenging to get a response from, and regular follow-up was needed to ensure these questionnaires were completed in a timely manner. Follow-up emails were sent to each of the community agencies that had originally received a questionnaire. These emails served as a reminder for these agencies to complete the questionnaires if they were interested in participating, and to check for any questions they may have had about the project.

Data Collection Method

Survey Monkey, an Internet data collection website, was used to distribute electronic copies of the questionnaires. This website collected and grouped together responses, noting which population each questionnaire was coming from. The link for Survey Monkey was sent out via email to all three groups. For participants of Catalyst, there was also an option to take the survey online at one of the agency’s offices or at the
shelter, HAVEN. This ensured that there was a large enough response from people that had limited access to computers or the Internet.

Data Analysis Method

In analyzing the data from Survey Monkey, the yes and no answers were counted for each question that asked for such a response. In the open-ended questions, all answers were collected and coding was used to look for similar themes. In order to maintain credibility in the data analysis process, my project committee chair identified codes from the data collected. Following this process, she also helped to identify themes from the coded data. To further ensure credibility in the data analysis process, I took the step of coding the data and identifying themes as well. I then searched for similarities between the themes my project committee chair had identified and themes I had identified on my own. This process led to the identification of gaps in services, as well as the need to make changes or improvements to current services being provided.

An additional step taken when analyzing data was ensuring the data collected in Spanish was accurately reviewed. In order to do this, I worked with a current social work intern at Catalyst who identifies as bilingual and bicultural. Similarly to the process used to create the questionnaires in Spanish, I first translated the data into English. Second, I worked with this intern to edit the translation that I had completed to ensure accuracy. Once she was able to look over the translated data, I used this data to establish codes and identify themes along with the other two sets of data from the other two questionnaires.
CHAPTER IV

RESULTS

The analysis of the results was done in two phases. First, to complete the process outlined in Phase I, I compiled the identified themes from the three different questionnaires in the needs assessment. These themes were used to connect back to the original responses from people who completed the questionnaires in order to give further context for each theme. Second, this information was used to inform Phase II, in which strategies were developed to begin meeting the identified gaps in services. This was done by looking at research regarding services when language barriers are present, as well as by looking at suggestions provided by everyone who completed the questionnaires in the needs assessment.

Phase I

Respondent Information

Of the 28 people who completed the questionnaire for Catalyst staff, interns, and volunteers, one was the Executive Director, two were Program Coordinators, two were Community Educators, six were Advocates, nine were interns, and eight were volunteers. Of these respondents, eight identify as Hispanic and/or Latino/a, one of whom identifies as Chicana, specifically, 18 do not identify as Hispanic and/or Latino/a, and two chose not to answer. When questioned about their ability to speak Spanish, five
people responded that they are native Spanish-speakers, three people responded that they are non-native Spanish speakers, 18 people responded that they do not speak Spanish, and two people chose not to answer. Respondents were given the opportunity to provide additional comments regarding their Spanish-speaking abilities. These comments provided perspective on a wide range of abilities throughout the agency, including those who did not identify as fluent in Spanish, but could hold a basic conversation if necessary. Others spoke to the fact that they could speak some Spanish, but were uncomfortable in doing so because they felt their abilities were not extensive enough. Some respondents identified as fluent.

When Catalyst staff, interns, and volunteers were asked about their experiences providing services to participants in Spanish, there were a variety of responses. Of the 28 people who completed this questionnaire, 18 people had provided services to someone who identified Spanish as their primary language in the past five years, eight had not provided such services, and two people chose not to answer. In looking over the comments relating to this question, respondents spoke to the fact that they had been able to provide services, some in a more effective way than others. Comments included experiences about providing interpretation for other staff members, as well as providing direct services as a Spanish-speaking staff member, intern, or volunteer. Others worked with participants to the best of their capability by using basic Spanish or English, while others had to ask participants to call back at a time when a Spanish-speaker was available. In asking respondents about whether or not they had ever used an interpreter for services, many had and many others had not. For those that had used an interpreter, they had done so over the phone by calling another office within the
agency, as well as doing so in person. This group of respondents found interpreters to be helpful and the only way to continue with service provision. Those that had never used an interpreter spoke to the fact that they were Spanish-speakers themselves, so there was no need for additional support.

Of the three Catalyst participants who completed the questionnaire, all three identified Spanish as their primary language, as well as identified as being Hispanic or Latino/a. All three participants responded that they had received services from Catalyst in the past five years. In answering the question regarding their experience with getting services from someone at Catalyst in Spanish, one person said there was a Spanish-speaking staff member, intern, or volunteer each of the times they had tried to access services. The other two participants said that there was not a Spanish-speaking staff member, intern, or volunteer available to provide services each of the times they had attempted to get services. The responses also included that while there may have been a Spanish-speaker available, there was never more than one.

For the questionnaire sent to community agencies that refer to Catalyst for services, ten people completed the questionnaire. Of these ten people, one was a case manager for a social service agency, four were social workers for Children’s Services, one was a case manager and social worker for a medical center, one was an Adoptions Specialist for an adoptions agency, two were case managers working for a local school district, and one was a Program Manager in Clinical Services at Behavioral Health. This group of respondents was also questioned about their ability to speak Spanish. There were four respondents who identified as being native Spanish-speakers, zero respondents who identified as being non-native Spanish-speakers, three people who did not speak
Spanish, and three people who chose to not respond about their ability. When asked about their history working with community members who were Spanish-speaking and also in need of services at Catalyst, three people responded that they had worked with someone meeting this criteria in the past five years, four people responded they had not worked with anyone with this criteria in the past five years, and three chose to not to respond to this question.

**Identified Themes: Service Provision**

Codes were identified from the open-ended responses provided by the three groups who participated in completing the questionnaires. These codes aided in narrowing the data in order to establish themes. These themes were a concrete way of looking at the data, which helped to identify gaps in services for Spanish-speaking survivors of intimate partner violence, as well as to gather information about suggestions for improvement.

In each of the three questionnaires, the people participating were asked to answer questions regarding their experiences in either providing services, receiving those services, or trying to get a person connected to those services. In their responses, people were given the opportunity to talk about what it had been like during this process, including whether they had a positive or negative experience. Gathering this information gave me the information needed to establish how Catalyst was currently working with survivors of intimate partner violence who needed assistance in Spanish.

Catalyst staff, volunteers, and interns were asked about any challenges they had encountered when attempting to provide services to a Catalyst participant who was Spanish-Speaking. Catalyst participants were asked about their perspective in receiving
these services, including questions about whether or not services were successful, available in their language, and culturally appropriate. Additionally, community agencies were questioned about what it had been like to refer someone to Catalyst who needed services in Spanish, including whether services were available and easy to access. Through the coding process, various themes were identified about these experiences. These themes included:

- Feelings- either positive or negative regarding their experiences.
- Barriers to Services (No access to services, no services available, limited ability to communicate, lack of transportation, lack of resources, lack of services in Spanish).
- Alternative Service Provision.
- Strategies (basic Spanish, computer translator, children, familiarity with culture, non-verbal cues, knowledge, Spanish-speaker, Spanish/English dictionary, use of Spanish-speaking staff).
- Lack of cultural match.
- Need for Spanish-speakers/availability of bilingual/bicultural staff.
- Effective communication and service delivery.

**Feelings.** The first theme, feelings, included thoughts about experiences that Catalyst staff, interns, and volunteers had been through and how they felt during and after these instances. It was found that helping Spanish-speaking participants was challenging, which led to feelings of frustration and being inept in their abilities to help. Others spoke about their sense of failure because they were ill equipped to assist participants in their primary language. In analyzing the feelings of Catalyst participants, some felt that
services were welcoming and comfortable, while others felt they were sometimes comfortable and other times were not.

**Barriers to Service.** The second theme, barriers to services, included aspects of service provision that made it more challenging to help a participant in Spanish. Responses included barriers that were present, such as not having the appropriate paperwork available in any language besides English. Another barrier that surfaced in the data was the lack of staff, interns, or volunteers available to speak Spanish for someone accessing services at Catalyst. It was mentioned that while there were some Spanish-speaking people at Catalyst, they were not always available at the time when they were needed. This meant that the length of time to get services increased, making the participant wait to get the help they needed. One respondent noted that while it was possible to communicate in-person through the use of other strategies, it was challenging or impossible over the phone, so service provision on the phone was a barrier to getting participants connected to the agency. One of the most common barriers was the inability to speak Spanish, meaning services could not be provided without the assistance of someone else. It was also mentioned that services in Spanish were often more time consuming, due to the lack of paperwork in Spanish, as well as if an interpreter was used, because each conversation took longer to complete. Community agencies noted that the lack of ability to provide transportation to participants, as well as the lack of resources and services available in Spanish, created additional barriers for survivors trying to leave their abusive relationships.

**Alternative Service Provision.** The third theme, alternative service provision, included information about what staff, interns, and volunteers at Catalyst had done to
continue working with participants when language and cultural barriers were present. It was reported that providing services in-person was beneficial to the interaction as it allowed for non-verbal cues to be used, whereas they could not be used over the phone. It was also reported that seeking the help of a co-worker was helpful to ease the challenges present. Lastly, it was mentioned that computer translation software or websites had been used to attempt to provide effective services. While these services did not end up being completely effective, staff, interns, and volunteers, still attempted to assist the person getting those services.

**Strategies.** The fourth theme, strategies, was a group of various methods of providing services when language barriers were present. It was stated that these methods did not always contribute to effective service delivery, but they did aide in making service provision possible. These strategies included: using basic Spanish, using a computer translator, having children help with interpretation for their parent, having familiarity with the participant’s culture, using non-verbal cues, having knowledge about the participant receiving services, being a Spanish-speaker themself, using a Spanish/English dictionary, and finding Spanish-speaking staff to assist in providing services.

**Lack of Cultural Match.** The fifth theme identified, lack of cultural match, was mostly present in the data from Catalyst participants. As previously mentioned, there have been times when Catalyst participants felt that services were welcoming and comfortable, but they did add that while this was true, services did not match their culture. There were no specifics about what this meant, but it was a common theme that there was a cultural mismatch when attempting to receive services.
Need for Spanish-speakers. The sixth theme identified was the need for Spanish-speakers and the availability of bilingual and bicultural staff. This theme came across in all three of the questionnaires and all three groups spoke to the need for more qualified people to be available to help assist participants speak Spanish. This need came from various experiences had by staff, interns, volunteers, participants, and community agencies and it was mentioned that there had been several occasions where there was no one available to provide services in Spanish when it was needed. Based on the data collected regarding services not matching the culture of the participants, this also led to the theme of needing not only bilingual staff, but bicultural staff as well.

Effective Communication and Service Delivery. The seventh theme identified was about effective communication and service delivery. While many challenges were named in the data analysis process, there were some positive aspects to service delivery that came across during coding. For example, community agencies stated that there had been instances in trying to get people connected to services in Spanish at Catalyst in which they were successful. These agencies also reported that they had had positive experiences with interpretation at Catalyst and services were provided effectively.

Identified Themes: Ideal Services

In addition to answering questions about service provision, the three groups who completed questionnaires were asked to speak to ideal services they have in mind that would increase the capacity of Catalyst to work with Spanish-speaking survivors of intimate partner violence. Asking these groups to name their ideas for improvements to services paved the way to the second phase of this project and provided perspective for the necessity of such changes to be made. During the data analysis process for this
section of the questionnaires, coding was also used, and the following themes were identified:

- Bilingual/Bicultural staff
- Readily available
- Interpreters
- Outreach in Spanish-speaking community
- Spanish guide
- Spanish classes

**Bilingual/Bicultural Staff.** For the first theme, bilingual/bicultural staff, Catalyst staff, interns, and volunteers reported that their desire was to have more bilingual and bicultural service providers within the agency. It was also stated by Catalyst participants that while they did not feel that services needed to change much, they did agree that more Spanish-speakers were needed. Also, while Community agencies spoke about having positive experiences referring people to Catalyst, they felt the agency needed more bilingual staff as well.

**Readily Available.** In the second theme identified, readily available, it was stated that not only were more bilingual and bicultural staff a priority but they also needed to be available. This included having people available at all agency sites and offices to provide services in Spanish. In looking at the data, it was thought that having the appropriate people readily available would give Catalyst a better opportunity to provide effective services in Spanish on a more consistent basis.

**Interpreters.** The third theme identified in this section, interpreters, established the benefit of having interpreters work within the agency, as this helped curb the inability
to provide services in Spanish. As far as ideal services desired, the data suggested that court interpreters would be helpful. Additionally, it was reported that it would be helpful to have interpreters across all agency sites.

**Outreach.** The fourth theme, outreach in the Spanish-speaking community, was identified by Catalyst staff, interns, and volunteers, as well as by community agencies. These groups felt that outreach was a necessary part of the agency moving forward. They stated it would help Spanish-speaking participants get connected to services and establish new support networks through Catalyst. It was also reported that by increasing outreach to the community, more Spanish-speaking survivors would know where to get services for intimate partner violence.

**Spanish Guide and Spanish Classes.** The last two themes identified, Spanish guide and Spanish classes, were related and both served as a strategy that Catalyst staff, interns, and volunteers felt were ideal ways of improving services to Spanish-speaking participants. This group spoke to the notion that having some additional training in Spanish would help them provide services to participants. They also stated that having Spanish/English dictionaries readily available for use would benefit this process, as well as having a Spanish guide in the office with a list of key words and phrases.

**Phase II**

The identified codes and themes helped support the initiation of Phase II of this project by providing insight about services provided to Spanish-speaking participants at Catalyst. By sifting through the data and establishing codes and themes, I was able to start prioritizing next steps that the agency needed to take in order to increase their
capacity to assist survivors of intimate partner violence who may seek services in Spanish. Each of these priorities and next steps were directly connected to the themes identified in the responses from the questionnaires.

First Steps

For Phase II of this project, the first portion of the data I chose to focus on were the ideas that came across regarding having more resources available in Spanish to aide in communicating with participants. This was something I felt was both feasible and attainable as an immediate priority. As part of the theme of barriers to services, having a lack of paperwork in Spanish was identified as a common barrier to receiving services, as it made it more challenging for a participant to understand the services they were trying to access. In another theme, Catalyst staff, interns, and volunteers noted that having some sort of Spanish guide, or a list of key phrases, would be helpful. It was stated that this would help decrease some of the confusion happening over the phone when trying to assist someone calling in speaking Spanish. Additionally, this list of key phrases could help for in-person assistance as well.

In order to address the needs identified in the aforementioned themes, I initiated two different action items. The first of these action items was to translate current documents used within the agency from English into Spanish. One thing I did to begin this process was to follow the guidelines outlined by the National Latino Alliance for the Elimination of Domestic Violence, which say it is beneficial to first determine the resources available in people working for the agency who would be helpful in translating material (Medina & Vasquez, 2004). In order to do this, I recruited a group of current interns and volunteers to form a translation committee. These interns and volunteers all
identified as bilingual and bicultural. In forming this committee, I followed another guideline, which states that a committee can help yield successful results when translating, as committee members are able to check over one another’s work (Medina & Vasquez, 2004). Once the committee was formed, I met with them to discuss documents that were a first priority for translation. The prioritized documents came directly from surveying Catalyst staff regarding their thoughts on which documents were the most important to translate immediately. The consensus from staff was to first translate documents used during a participant’s first visit to the agency, as well as during the welcoming process into HAVEN, Catalyst’s shelter. The first priority documents were:

- HAVEN Agreements
- Eligibility for Ongoing Stay
- Participant Bill of Rights
- Participant Grievance Procedure
- Personal Belongings Policy
- Consent for Limited Release of Confidential Information

The committee worked together to translate the above documents into Spanish, including using each other as resources for appropriate word usage and editing. As the supervisor for this committee, I provided support for these items, as well as contributing to the final editing process.

The second of these action items was to begin developing a Spanish guide with a list of key phrases for use over the phone or in-person. The already established translation committee was used to complete this action item as well. At the beginning of this process, I met with one of the committee members, a current volunteer, to discuss
options for this guide. We spoke about phrases that would be helpful for staff, interns, or volunteers who do not speak Spanish to use in order to continue providing services. Because this group identified that they had previously had to discontinue services with a participant due to language barriers, we developed a plan to have phrases that might be helpful in this process. As I began working on the guide with this volunteer, we developed phrases to help someone using the guide to tell a participant that they wanted to support them, and that a person who spoke Spanish would be able to call them back. This guide included phrases in English, the translation into Spanish, and a pronunciation guide for proper use of the language. The guide also included numbers one through ten in English and in Spanish to help the person taking the call to take down a phone number. An example of this guide can be viewed in Appendix E.

Second Steps

The second portion of the data I focused on was related to the themes established regarding the need for more bilingual and bicultural staff, as well as what ideal services would look like if sufficient funds and resources were available. There was an overwhelming desire for more bilingual and bicultural staff at Catalyst by current Catalyst services providers, Catalyst participants, and community agencies. While I would agree this theme should be a priority for the agency, I also understand the limited funds available to recruit, maintain, or open these positions. Due to these financial restrictions, I began to focus on alternative ways to meet these needs in the interim, with hopes that funding and resources would become available in the future to fill these gaps within the agency. In thinking about these alternatives, one of the strategies identified in the needs assessment was the use of an interpreter to assist Spanish-speaking participants.
Interpreters seemed to be helpful in providing services, though there have not always been an adequate number of interpreters available at Catalyst when the need arises.

Throughout my history with the agency, the idea for an interpreter-training program has been discussed as a way to increase Catalyst’s capacity to provide effective and professional interpretation when assisting participants. In order to continue addressing the established themes from the three questionnaires in the needs assessment, I began developing ideas for putting together curriculum for an interpreter-training program. While Catalyst maintains staff, interns, and volunteers who currently interpret on occasion, they have not specifically been recruited to provide this service. The agency encourages bilingual and bicultural people to apply for both paid and unpaid positions, with hopes that these applicants will provide services in Spanish. These same people find themselves interpreting for staff members who do not speak Spanish, but they have not been trained to provide interpretation services.

It has been found that using interpreters who are not well trained results in the provision of services that are not as comprehensive (Avalos et al., 2013). Because of this, training curriculum has been developed for interpreters working in various settings. Curriculum has focused on a variety of content including how to understand the setting an interpreter is working in, as well as training on how to be an effective interpreter. Specifically, training programs have been used for volunteer interpreters and have been shown to be effective in the way services are being provided (Avalos et al., 2013). Based on current research, as well as the desire within the agency to utilize interpreters, I began looking at how to put together the necessary curriculum.
I utilized the needs assessment and research regarding interpreter training to develop curriculum that is in accordance with the Catalyst mission statement, values, and service delivery model. I also researched protocols for interpreters, including codes of conduct that are important for them to follow while in an interpreter role. With this information, I established which topics would be necessary parts of an interpreter-training program. These training topics included portions of the training available for incoming interpreters, as well as for Catalyst staff that would be working with these interpreters. I felt that it was not only important for the interpreters to be trained on how to effectively provide this service, but also that it was important for the Catalyst staff to understand expectations of the interpreter’s role.

**Training Curriculum: Interpreters**

Training topics for incoming interpreters would be the first thing to focus on for Catalyst to initiate the program. These topics would cover a wide variety of subjects, including information about the agency, as well as training on how to be an interpreter in a professional setting. The group of incoming interpreters would include people looking to volunteer or intern with the agency. Similar to the training for domestic violence counselors at Catalyst, the interpreter training class would require a fee to complete the training. Currently, volunteers and interns are asked to pay a twenty-dollar training fee. This fee helps to offset costs for staff members who are involved in the training, as well as materials that are utilized during the training class. It would be beneficial for Catalyst to assess a training fee for the interpreter training class as well, in order to avoid adding additional costs for the agency. My recommendations for the training program would be to have five different parts, which would include:
Part I: Overview of Catalyst

This section of the training would teach the incoming interpreters content related to Catalyst as an agency. It would cover history of the agency, details about current Catalyst programs and services, an overview of policies and procedures, and an introduction to the Catalyst staff that would be working with interpreters. Interpreters would also learn about the agency’s mission statement and values, as these would be important aspects necessary to begin understanding Catalyst’s service delivery model.

Part II: History and Overview of Intimate Partner Violence

This section of training would mirror the current curriculum provided to trainees in the state-mandated domestic violence counselor training at Catalyst. In order to give appropriate context for the work they would be interpreting for, interpreters would be given the opportunity to learn about grassroots advocacy of intimate partner violence, the work that had been done in the movement over the past several years, as well as information about the current field. This portion of training would also provide an in-depth view of intimate partner violence, the dynamics associated with abusive relationships, and how Catalyst supports survivors.

Part III: Interpreter Role and Expectations

As previously stated, it is more beneficial to have interpreters who are appropriately trained, rather than receiving support
from someone who solely knows the language needed for the communication to happen. To meet the need of having qualified interpreters, relevant training would be necessary. I would propose that the “Code of Professional Responsibility for Interpreters Serving Limited English Proficiency (LEP) Victims of Domestic Violence” (National Center for State Courts, n.d.) be used as guidelines for this training. This code is intended for use with communications that are happening in instances other than court or other legal proceedings, such as services within a domestic violence agency or for the purpose of speaking to law enforcement or physicians (National Center for State Courts, n.d.). Ten different canons are outlined throughout the code, which speak to expectations of interpreters in these instances. These canons are as follows:

- **Canon 1: Accuracy and Completeness**
  - Interpretation should be a thorough and exact account of the original communication.

- **Canon 2: Representation of Qualifications**
  - Interpreters should convey their qualifications to provide the service.

- **Canon 3: Impartiality and Avoidance of Conflict of Interest**
  - Interpreters should serve as a neutral party in the communication, as well as acknowledge any potential preferences for anyone involved.

- **Canon 4: Professional Demeanor**
  - Interpreters should act appropriately, as well as inconspicuous during the communication.
• Canon 5: Confidentiality
  o Interpreters should not share learned information with anyone outside of the relationship where the communication occurred.

• Canon 6: Restriction of Public Comment
  o Interpreters should not share communicated information in public.

• Canon 7: Scope of Practice
  o Interpreters should work within their abilities and boundaries as an interpreter.

• Canon 8: Assessing and Reporting Impediments to Performance
  o Interpreters should continually evaluate their proficiency in providing interpretation services. If interpreters feel inept in their skills, this should be communicated to all parties involved.

• Canon 9: Duty to Report Ethical Violations
  o Interpreters should address any concerns of violations of the law.

• Canon 10: Professional Development
  o Interpreters should pursue further educational opportunities to maintain relevant skills and knowledge.

The listed canons would be used as a template for content to be included in the proposed interpreter-training program. It is suggested that once interpreters begin working for an agency, they should read and sign that they fully understand the requirements stated (National Center for State Courts, n.d.). To be in agreement with these canons, it also needs be understood that untrained interpreters or people who have
personal relationships with the participants needing services are not appropriate parties to provide interpretation (National Center for State Courts, n.d.).

In working with the interpreter-training class to learn their new roles within the agency, an overview of vocabulary would also be discussed. Interpreters would be exposed to appropriate language to be used when working with survivors. This language would include terms applicable to intimate partner violence services such as advocacy terms, counseling terms, and legal terms.

**Part IV: Secondary Trauma and Self-Care.** This portion of training would focus on teaching interpreters to practice self-care, as well as to understand the potential of secondary trauma in providing interpretation services. Secondary trauma can cause negative physical and psychological effects based on hearing a traumatic story of another person (Bontempo & Malcolm, 2012). This could be a concern for an interpreter working for Catalyst, as they would consistently be hearing traumatic stories of abuse from intimate partner violence survivors. Based on the possibility of experiencing repercussions from providing this service, it would be important for this topic of discussion to be part of the training of new interpreters (Bontempo & Malcolm, 2012). In order to help diminish the incidence of secondary trauma, this portion of training would help interpreters establish new methods of taking care of themselves in meaningful and intentional ways. These would include making plans to stay healthy, both physically and emotionally, and attend to their social, spiritual, and financial needs (Bontempo & Malcom, 2012). Some examples of these methods might be to learn how to process information they are hearing during communications, changeover from their professional lives to their personal lives, and create appropriate boundaries (Bontempo & Malcolm,
Concern regarding secondary trauma and appropriate self-care has been a tenet of the work at Catalyst. Interpreters would find an organizational culture at Catalyst that supports their mental and emotional health as they do this challenging work in the community.

Part V: Logistics. This portion of training would ensure that new interpreters have all the information they need to begin working with Catalyst. During this section of training, Catalyst staff would work with interpreters to establish regular schedules and schedules for on-call availability to provide interpretation services. An opportunity would also be provided for staff to clarify roles of the service providers versus the roles of the interpreters. Lastly, new interpreters would be shown how to log their hours worked and ways to communicate with staff when issues arise.

Training Curriculum: Service Providers

A second training would be for service providers at Catalyst who would be receiving interpretation support, such as staff, interns, and volunteers. In order to ensure that this relationship would be effective and consistent, it would be beneficial for the group to fully understand the role of the interpreter. This would include obtaining strategies in training for use when working with interpreters. These strategies would consist of the following: speaking with the interpreter beforehand so they understand why their services are needed, directing all conversation to the participant rather than the interpreter, using short and clear sentences, rephrasing information when necessary, and checking for understanding from the participant (Language Line Services, 2005). It may also be helpful to refrain from asking about the interpreter’s perspective, requiring that all information be interpreted accurately, abstaining from using complicated language, being
understanding of the amount of time it takes to interpret, and being open to cultural perspectives that are provided by the interpreter that may help build a more trusting relationship with the participant (Language Line Services, 2005).

The second topic in the training for service providers would be focused on helping service providers establish if an interpreter is actually needed. This would include honoring a participant’s desire to speak in the language they choose, while still offering an interpreter should the need arise (American Bar Association, 2008). Service providers would also be given resources to identify the participant’s language if it is not obvious. These resources might include a “language identification card” or a “language line”, which both can help establish the language for which an interpreter might be needed (American Bar Association, 2008).

Recruitment

Additional recruitment of interns or volunteers would be needed to ensure the success of this new training program. Currently, Catalyst recruits for interns and volunteers to provide services at Catalyst such as: answering the 24-hour hotline and referral line, working at the confidential shelter, transporting participants for advocacy related goals or intakes into shelter, support at the drop-in center and business office, and other general assistance to support the overall operation of the agency. Generally, interns and volunteers are recruited from the campuses of Chico State and Butte College, and have fields of study such as: social work, psychology, sociology, health education, and criminal justice. In order to expand the pool of volunteers to include qualified applicants interested in interpretation, it would be beneficial to also recruit students from the foreign language departments on both campuses. This would give students an opportunity to
explore a new learning experience by utilizing their language skills to provide a service at Catalyst. Students would also see a new way their skills could turn into a career path as an interpreter.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This project focused on identifying gaps in services provided by Catalyst Domestic Violence Services to monolingual Spanish speaking survivors of intimate partner violence and implementing organizational changes to better meet these needs. In Phase I, a needs assessment was used to gain perspective about these services in order to identify what needed to be added or changed to make improvements in service delivery. In Phase II, the results of the needs assessment were utilized to make recommendations to the agency about how to better meet the needs of monolingual Spanish speakers. The project created an opportunity to increase the capacity of Catalyst to provide effective and compassionate services to Spanish speaking survivors.

It was found that while Catalyst maintains the desire and goal to have service provision that meets the needs of all survivors, services were lacking due to language and cultural barriers. This project was used to start addressing these areas, in order to more appropriately and regularly provide services to survivors with various languages and cultures. The Spanish-speaking population in Butte County was the first priority as a focus for this project, however this project can be used as a model to address service deficiencies for other groups in the community in the future.
Implications for Social Work

The core social work value of social justice was a primary focus for this project (NASW, 2008). Based on this value, it is an injustice for survivors of intimate partner violence to be kept from seeking and obtaining services due to language or cultural barriers. This project focused on how to decrease these injustices by evaluating the discrepancies in services being provided to survivors who are monolingual Spanish-speakers. The resulting strategies are being implemented to improve services for participants needing information and assistance in Spanish. The goal of these improvements would be to provide services in safe ways that are both culturally and linguistically accessible.

As Catalyst increases outreach to the Spanish-speaking community in Butte County, the agency will inevitably see a greater number of participants trying to access services in Spanish. It will be important for the agency to continue to recognize the need to increase their capacity to provide these services in a competent, effective, and compassionate way. While the needs assessment in Phase I of the project raised awareness about the need and desire for bilingual and bicultural staff, I acknowledged that Catalyst is not currently in a position to hire more staff due to funding restrictions. Instead, I would recommend that the agency follow through with Phase II of the project, by implementing the proposed interpreter-training program. This will help address these needs until funding becomes available to continue with expanding current staff to include more bilingual and bicultural service providers.

Knowledge gained from this project should also be used to address the needs of other cultural groups in the community, such as the Hmong population. An additional
needs assessment could be facilitated within Catalyst to gather information in a similar way to identify gaps in services for the Hmong community. This project could serve as a model to continue looking at services for groups outside of the Spanish-speaking community, in order to continue meeting the needs of all survivors of intimate partner violence. The work done in this project could also be used by other domestic violence and social service agencies that want to assess their effectiveness serving a multilingual/multicultural population.

As the Spanish-speaking population continues to grow, particularly in California, it will be important for social service organizations to continue to find ways to meet the needs of this population. Current research states that this year, in 2014, the Latino/a population in California will “become the largest single racial/ethnic group in the state” (Lopez, 2014). Therefore, it should be a priority for social service organizations, including domestic violence agencies, to begin meeting the needs of this group in different ways. I would recommend that agencies look at the methods they are currently using to serve the Spanish-speaking population and evaluate if they are effective. This would include evaluating staff make-up, service provision, and forms agencies are currently utilizing. It would also involve following the guidelines from the needs assessment used in this project, to collect responses from people accessing services for a more in depth view of the ways current services are being provided.

While we continue to try to meet the immediate needs of survivors of intimate partner violence in our community, it is also critical that social workers work to change the systems and culture such as sexism that allow for these acts of power and control to occur. In looking at what the larger field of social work can do to address the needs of
various cultural groups, I would also recommend social workers continue to increase their cultural competency levels to have a better understanding of diverse backgrounds and cultures, as well as how power and control is played out in different communities because of this diversity. Social workers should also continue research in regards to service delivery models and cultural groups. This will enable the field to initiate new programs and services that better meet the needs of all survivors. It will also be important for the field to respond to the needs of the Spanish-speaking population by looking at policies that can support this group in different ways.
REFERENCES


APPENDIX A
Catalyst Staff Member and Volunteer Questionnaire

The purpose of this questionnaire is to identify gaps in services provided to the Spanish-speaking community in Butte County by Catalyst Domestic Violence Services. This questionnaire is voluntary and all responses will be kept confidential. The data collected will be analyzed and used to implement any services needed to better serve the community. Please note if you don’t know the answer or don’t want to answer a particular question then leave it blank. You agree to take part in this survey by completing the questions below.

1. Do you identify as Hispanic or Latino/a?
   a. yes
   b. no
   Comments:

2. Do you speak Spanish?
   a. yes, I am a native speaker
   b. yes, I am a non-native speaker
   c. no
   Comments:

3. In the past 5 years, have you provided services to someone seeking services at Catalyst Domestic Violence Services with Spanish as their primary language? (In either English or Spanish)
   a. yes
   b. no
   Comments:

4. Did you experience any challenges in providing effective services to Spanish-speaking participants of Catalyst?
   a. yes
   b. no
   Comments:
5. Have you ever provided services at Catalyst through the use of the interpreter? Was this helpful in providing services?

6. Have there been other ways that you have found to effectively serve Spanish-speaking participants, outside the use of an interpreter?

7. If resources were available, what would services ideally look like in order for you to provide consistent and effective services to Spanish-speaking participants?
APPENDIX B
Catalyst Participant Questionnaire

The purpose of this questionnaire is to identify gaps in services provided to the Spanish-speaking community in Butte County by Catalyst Domestic Violence Services. This questionnaire is voluntary and all responses will be kept confidential. Participants will not be identified, and responses will not negatively affect any future services that you may seek from Catalyst. The data collected will be analyzed and used to implement any services needed to better serve the community. Please note if you don’t know the answer or don’t want to answer a particular question then leave it blank. You agree to take part in this survey by completing the questions below.

1. Is Spanish your primary language?
   a. yes
   b. no

Comments:

2. Have you or someone you know tried to access services from Catalyst Domestic Violence Services in the last 5 years in Spanish?
   a. yes
   b. no

Comments:

3. If yes, was there a Catalyst staff member or volunteer available who spoke Spanish the first time services were requested?
   a. yes
   b. no

Comments:

4. Was there a Catalyst staff member or volunteer available who spoke Spanish each of the following times services were requested?
   a. yes
   b. no

Comments:
5. Did services at Catalyst match the culture and background of you or other native Spanish speakers that you know? Did services feel comfortable and welcoming?

6. Were there any issues or concerns in the way in which services were provided that may have made the experience of you or other native Spanish speakers more or less comfortable?

7. When there was no Catalyst staff member or volunteer who spoke Spanish, how did you continue to get services? Did you decide not to get services? What happened when there was no one available to provide services in Spanish?

8. What would services need to look like for a Spanish-speaking participant seeking services to feel more comfortable in getting support from Catalyst? What could Catalyst do differently?
Cuestionario para Participantes que Hablan Español

El propósito de este cuestionario es para identificar deficiencias en los servicios que se proporcionan a la comunidad que habla español de Catalyst Services de Violencia Doméstica en el condado de Butte. Este cuestionario es voluntario y todas las respuestas serán confidenciales. Participantes no serán identificados, y sus respuestas no tendrán un efecto negativo en servicios futuros de Catalyst. La información será analizada y usada para la implementación de mejores servicios para la comunidad. Si no sabe la respuesta o si no quiere contestar, déjelo en blanco. Completando las siguientes preguntas, usted está aceptando participar en este cuestionario.

1. ¿Es español su lengua principal?
   a. Sí
   b. No

Comments:

2. ¿Usted o alguien que usted conoce ha tratado de acceder los servicios de Catalyst en los últimos 5 años?
   a. Sí
   b. No

Comments:

3. Si usted respondió sí en la pregunta anterior, ¿había un miembro del personal o voluntarios de Catalyst disponibles que hablaba español cuando usted o alguien que usted conoce requirió de nuestros servicios?
   a. Sí
   b. No

Comments:

4. ¿Había un miembro del personal o voluntarios de Catalyst disponibles que hablaban español para cada uno de los servicios que usted necesita después?
   a. Sí
   b. No

Comments:
5. ¿Las servicios de Catalyst coinciden con su cultura o de usted y otros Latinos? ¿Los servicios lo hacen y sentir bienvenido y cómodo?

6. ¿Hubo algún problema o duda en la forma en que se le prestaron los servicios? ¿Qué pudo haber hecho su experiencia o de otras personas que hablan español cómoda? ¿O menos cómoda?

7. Cuando no había ningún miembro del personal o voluntario de Catalyst que habla español, ¿cómo continuó recibiendo servicios? ¿Decidió no recibir los servicios? ¿Qué ocurrió cuando no había nadie disponible para ofrecer servicios en español?

8. ¿Cómo tendrían que ser los servicios para que una persona que habla español se sienta más cómoda recibiendo apoya de Catalyst? ¿Qué puede cambiar Catalyst para mejorar sus servicios?
APPENDIX D
Community Agency Questionnaire

The purpose of this questionnaire is to identify gaps in services provided to the Spanish-speaking community in Butte County by Catalyst Domestic Violence Services. This questionnaire is voluntary and all responses will be kept confidential. The data collected will be analyzed and used to implement any services needed to better serve the community. Please note if you don’t know the answer or don’t want to answer a particular question then leave it blank. You agree to take part in this survey by completing the questions below.

1. Do you speak Spanish?
   a. yes, I am a native speaker
   b. yes, I am a non-native speaker
   c. no

2. In the past 5 years, have you worked with any Spanish-speaking community members who needed to get connected to services at Catalyst Domestic Violence Services?
   a. yes
   b. no

Comments:

3. Have you experienced any challenges or barriers in getting Spanish-speaking community members connected to services at Catalyst?
   a. yes
   b. no

Comments:

4. Does your agency/organization use interpreters? Has that been an effective method for serving individuals and families?

5. How would Catalyst need to change current services provided to better fit the needs of the Spanish-speaking population in this community?
Guide for Answering Calls in Spanish

- Hold for a minute please
  - Un momento por favor.
- I do not speak Spanish
  - No hablo español.
- We want to support you. Can I have your telephone number to have a Spanish speaker call you back?
  - ¿Gustaríamos ayudarle, me puede dar su número telefónico para que alguien que habla español le pueda llamar para tras?
  - Pronunciation:

<table>
<thead>
<tr>
<th>Numbers in English</th>
<th>Numbers in Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Uno (oo-noh)</td>
</tr>
<tr>
<td>Two</td>
<td>Dos (dohs)</td>
</tr>
<tr>
<td>Three</td>
<td>Tres (Trays)</td>
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<tr>
<td>Four</td>
<td>Cuatro (quat-row)</td>
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<td>Ocho (oh-cho)</td>
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<td>Nine</td>
<td>Nueve (noo-ev-ay)</td>
</tr>
<tr>
<td>Ten</td>
<td>Dies (dee-ez)</td>
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